DOCUMENT RESUME

ED 067 850 EM 010 270

TITLE	Media Facilities, Equipment and Materials; Guidelines for the Development of an Instructional Media System, Part Two.
INSTITUTION	Utah State Board of Education, Salt Lake City. Div. of Instructional Media.
PUB DATE	71
NOTE	47p.; See also EM 010 269, EM 010 271, EM 010 272
AVAILABLE FROM	Utah State Board of Education, 1400 University Club Building, 136 East South Temple Street, Salt Lake City, Utah 84111 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Building Plans; *Facility Guidelines; Guidelines; *Instructional Materials Centers; Instructional Media
IDENTIFIERS	Utah

ABSTRACT

Part II of a series on instructional media systems outlines the facilities, equipment, and materials needed for a media system to function properly. Most of the booklet consists of photographs which illustrate the necessary facilities, equipment, and materials. Floor plans of three study centers in Utah public schools are included. (JK)

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MEDIA

FACILITIES, EQUIPMENT & MATERIALS

Guidelines For The Development Of An Instructional Media System Part II

Utah State Board of Education

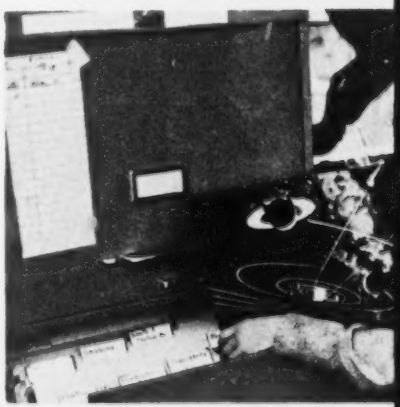
EM 010270

ED 067850

MEDIA
Facilities, Equipment, Materials

This publication is the second in a series dealing with an instructional media system, a subsystem to and an integral part of the educational system of the state.

This part outlines the facilities, equipment, and materials needed for a media system to properly function as it performs its role in the total education system.



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Office of State Superintendent
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Walter D. Talbot, State Superintendent
Lerue Winget, Deputy Superintendent for Instruction

Instructional Media Division
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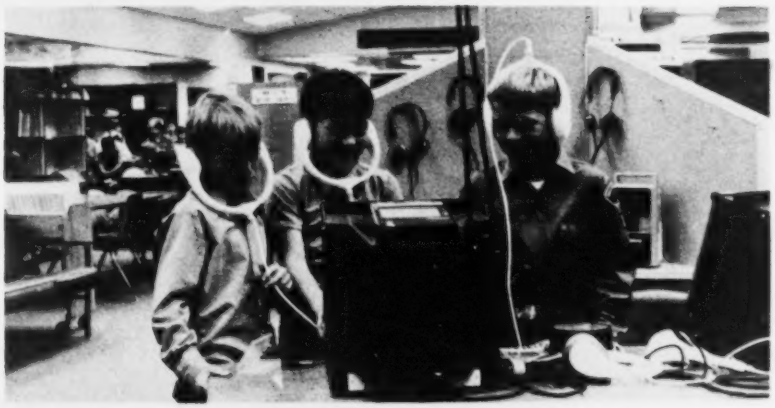

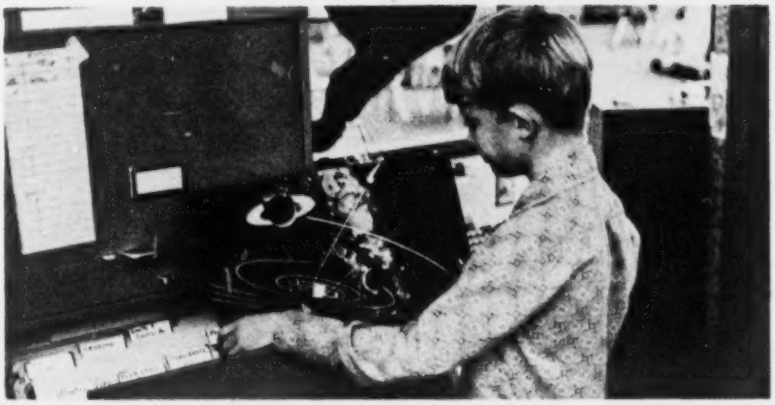

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Introduction

One of the major reasons educators have taught groups of students and have developed a whole class approach has been the limited availability of resources. It is difficult to secure much individualization of instruction in a program based on a single text for every student.

One of the major responsibilities of the media system is to provide appropriate facilities, equipment, and materials, selected and designed for the best implementation of the educational program. In fact, media in today's schools are making possible much more individualization than has ever been possible before. The media system can and should provide all types of materials and equipment designed to meet the great variety of needs of individual students and teachers. The use of only printed materials is archaic and, in today's multisensory world, a program relying on only one medium is doomed to failure.

Outlined herein are examples of resources which should be provided in every school. While the arrangements may vary and the composition of the collections will differ as each school attempts to meet its needs, most if not all of the items enumerated in this publication should be found in all schools.

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Lerue Winget
Deputy Superintendent
Office of Instruction Services

The Instructional Media Center

Every school, regardless of size, should have an instructional media center. It should be a center of the instructional activity in the school and not a warehouse. It should not be a separate room, but an extension of the classrooms. In fact, one criterion for evaluating a media center is the difficulty in defining its boundaries. It should extend throughout the entire school.

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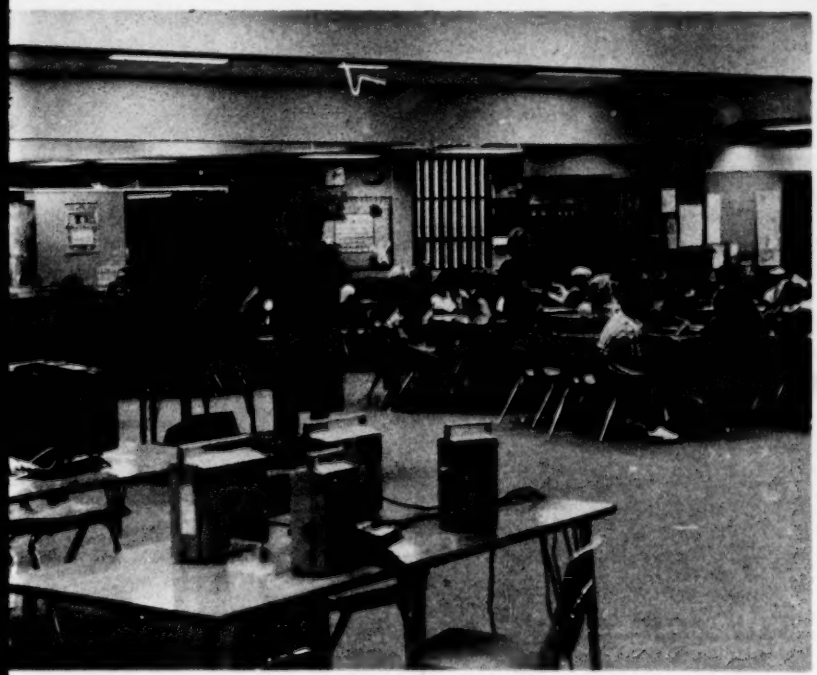

DISPLAY AREAS

Every center should have some type of display area. Bulletin boards, cases, or entire walls are often used.

CIRCULATION AREA

Some means of circulating materials should be provided. A formal check-out desk or just a table may do. In many schools students check out their own materials.

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AREA

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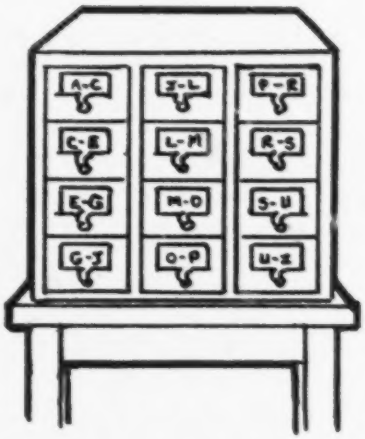
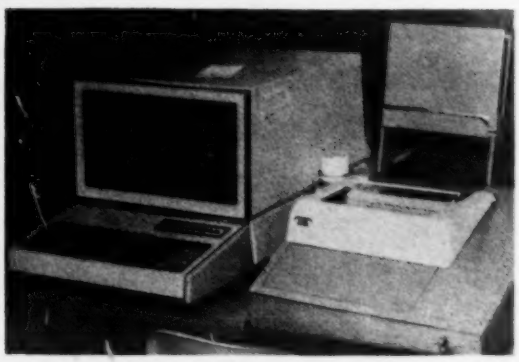


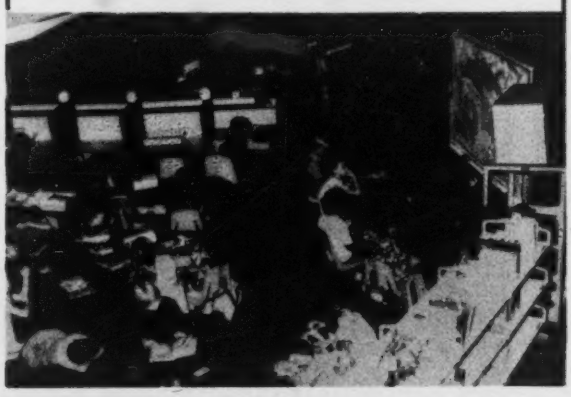
The key to all resources in the school should be the card catalog. All materials and other resources should be listed here. Sometime in the future this may be replaced with a computer terminal, but until then, the traditional card catalog can serve well if it is properly maintained.



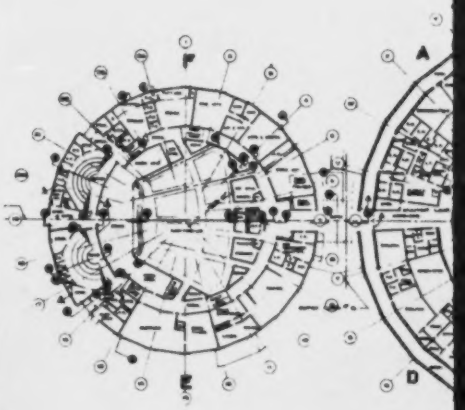
The Instructional Media Center

GROUP STUDY AREA

Every school should provide for a large group study area adjacent to the media center. In schools where the classrooms or pods open directly into the center, these areas serve this purpose. In more traditional schools, an unassigned adjacent classroom can suffice. This facility is then available for use by a teacher who wishes to bring an entire group to the center.



BRIGHTON HIGH SCHOOL



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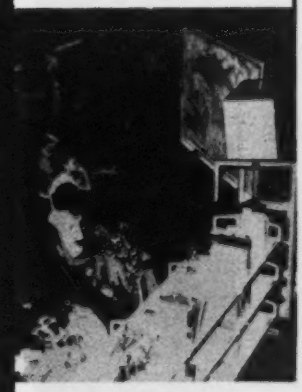

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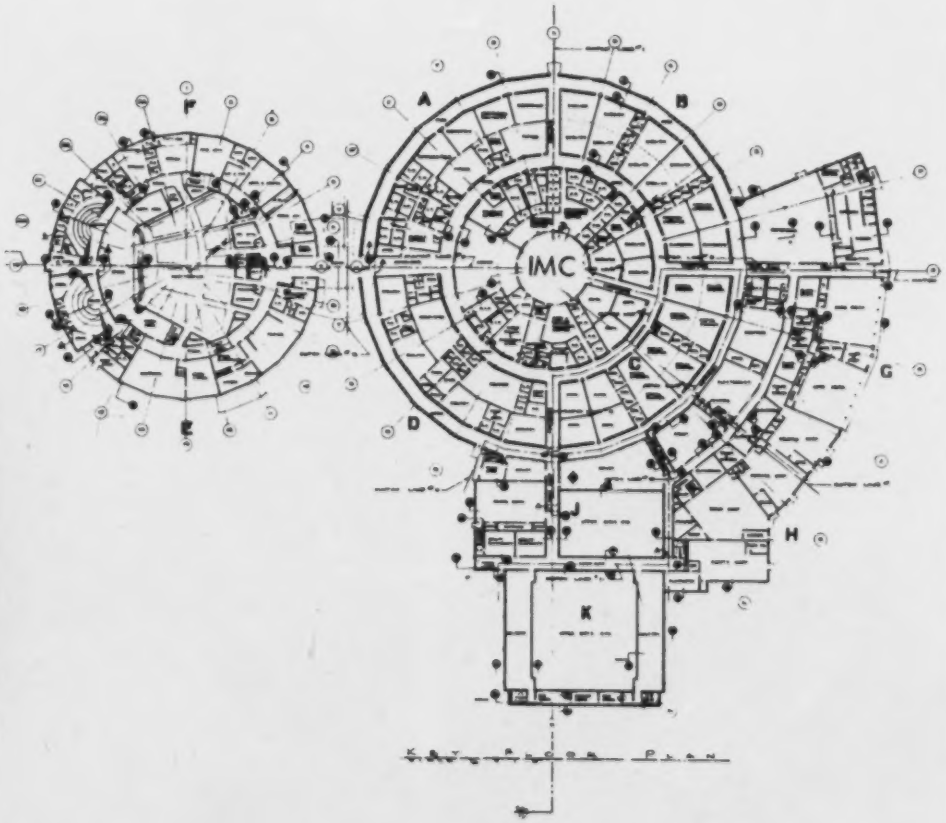
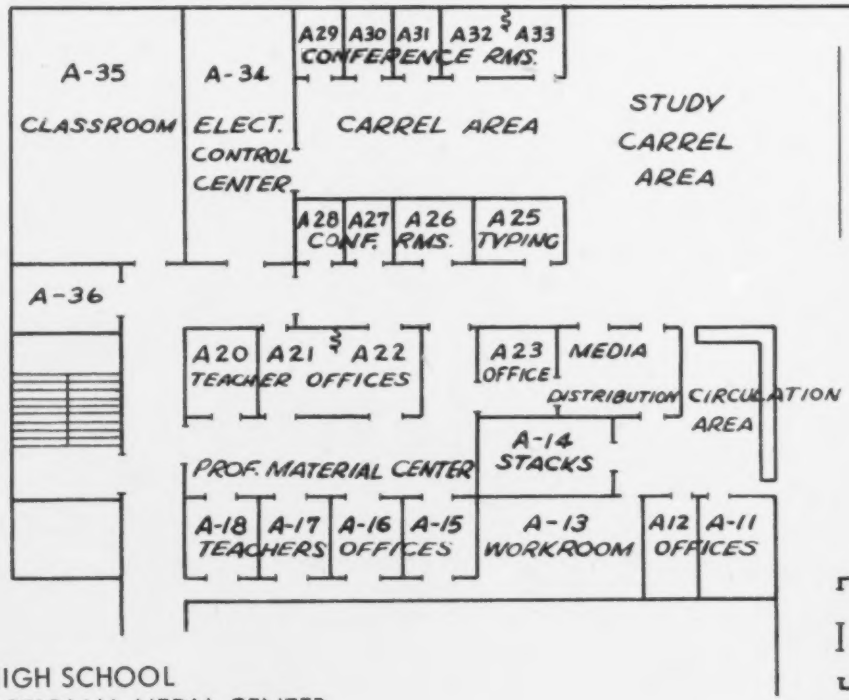
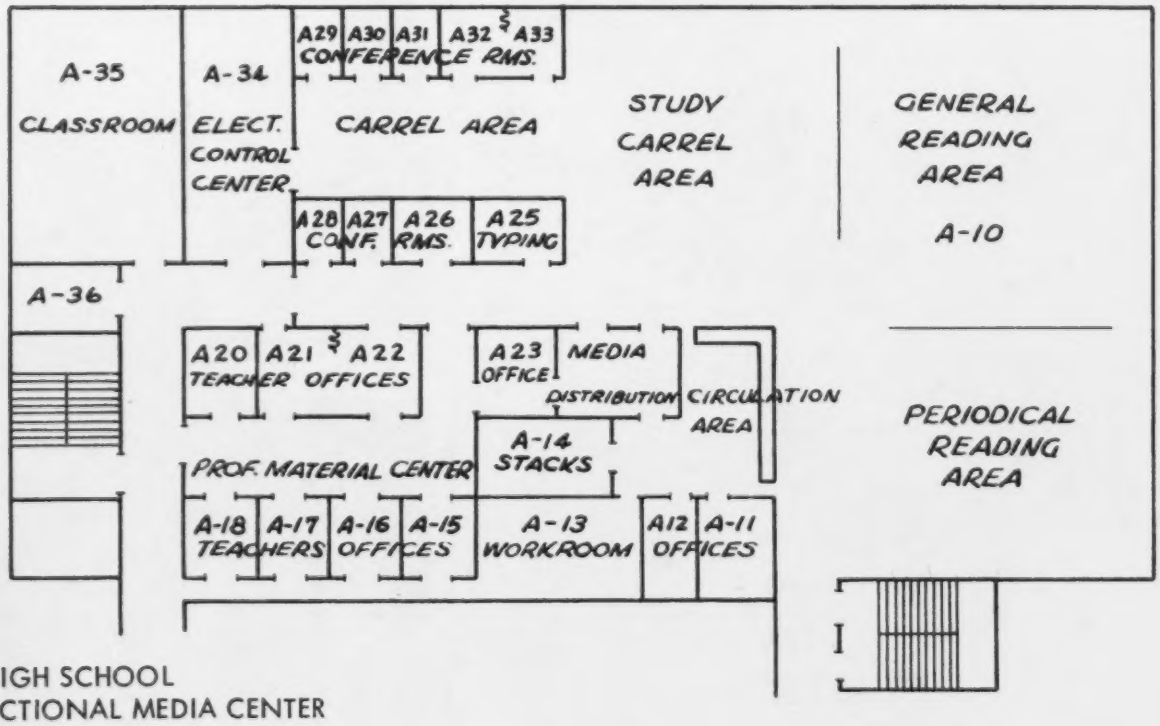




WEST HIGH SCHOOL
INSTRUCTIONAL MEDIA CENTER

SMALL GROUP AND INDIVIDUAL STUDY AREAS

Most of the center should provide small group and individual study facilities. Conference rooms, carrels, and furniture arrangements should be organized for this purpose.



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TRUCTIONAL MEDIA CENTER

The Instructional Media Center

PRODUCTION FACILITIES

Every center should provide production facilities for use of both teachers and students. These should include the items illustrated on these pages.

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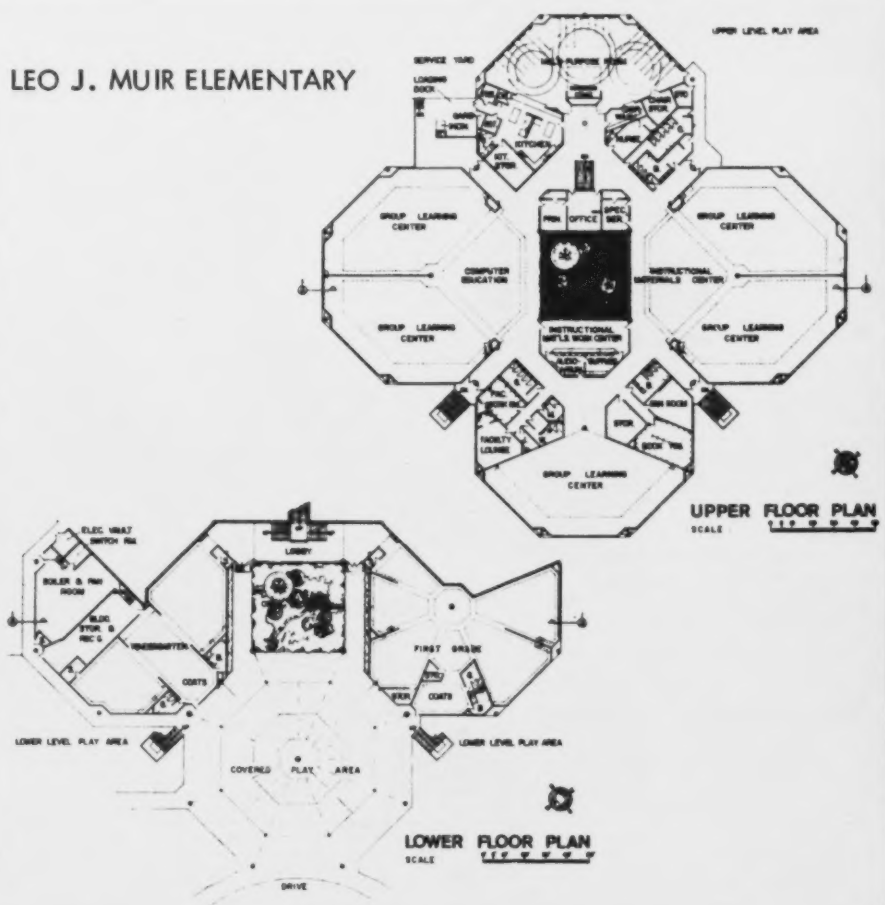

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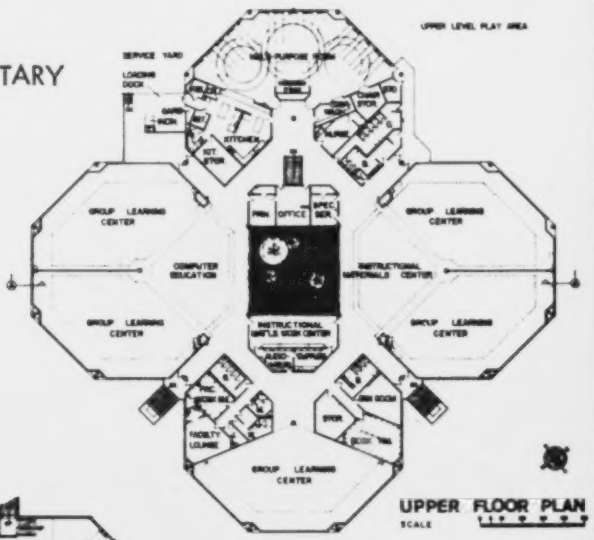

UPPER FLOOR PLAN
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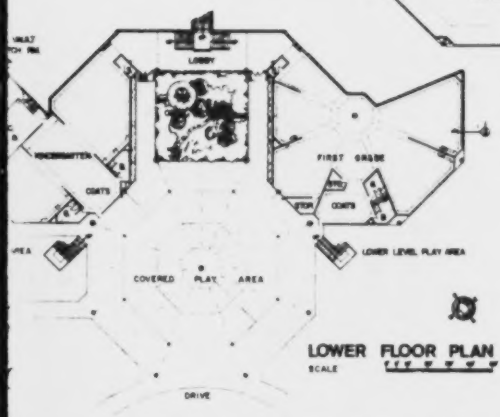

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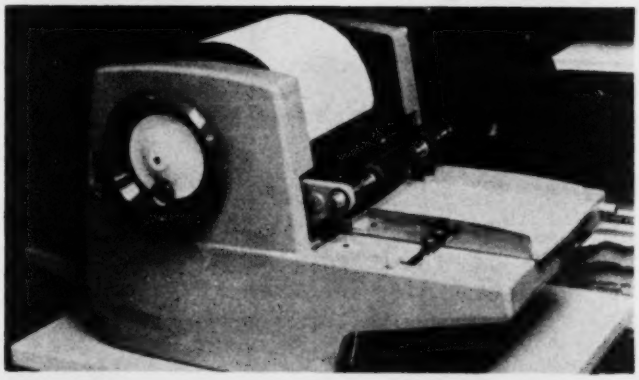
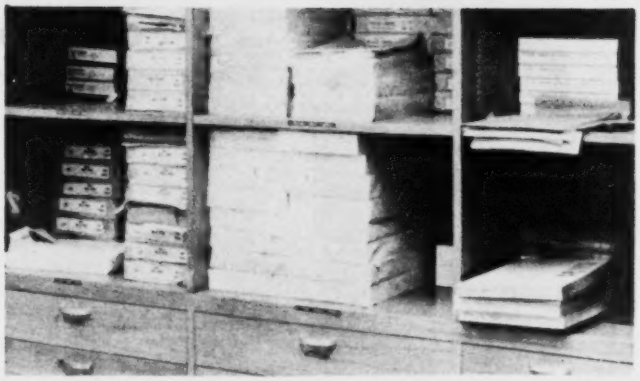
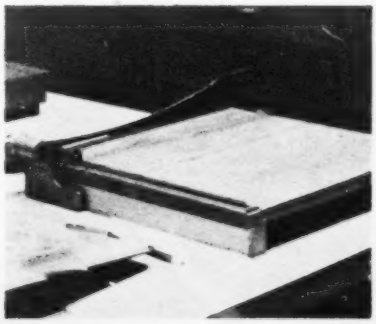
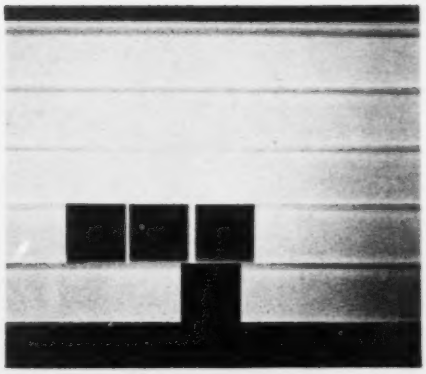
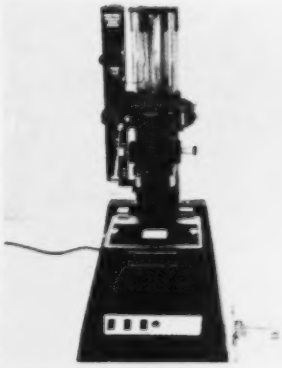
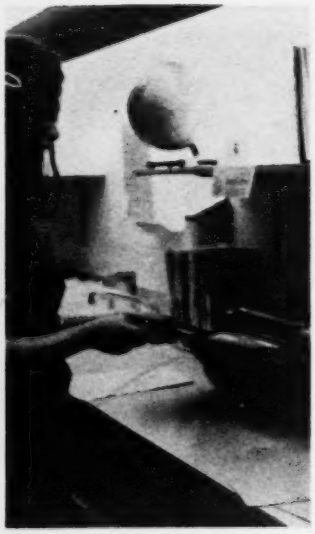


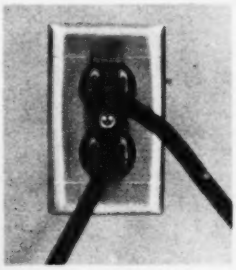


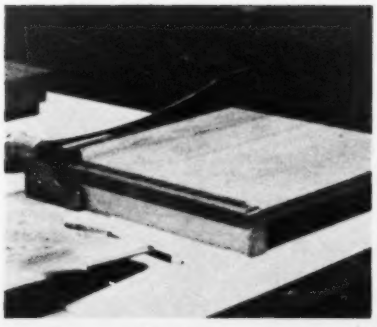


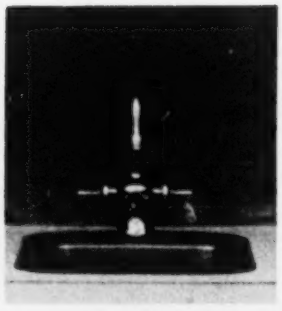


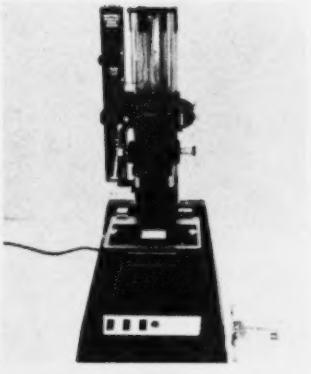


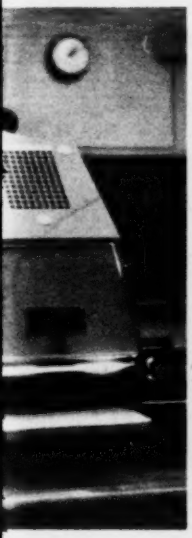


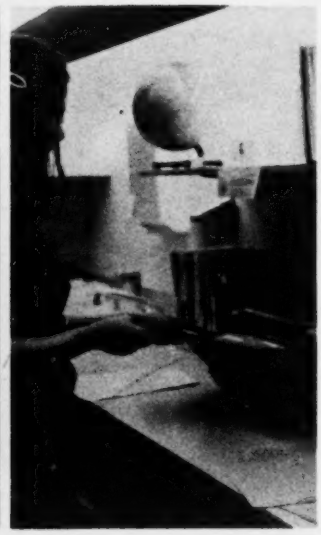


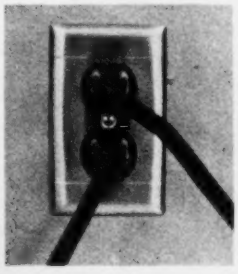


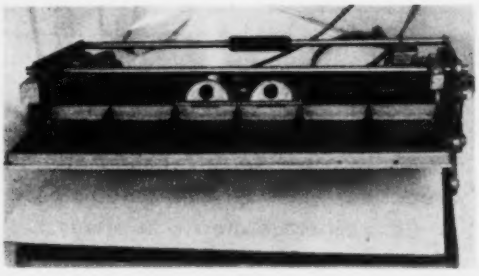








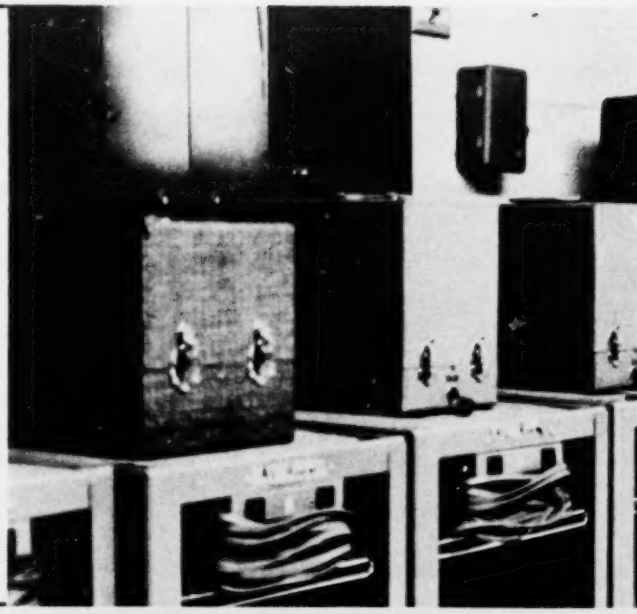




The Instructional Media Center

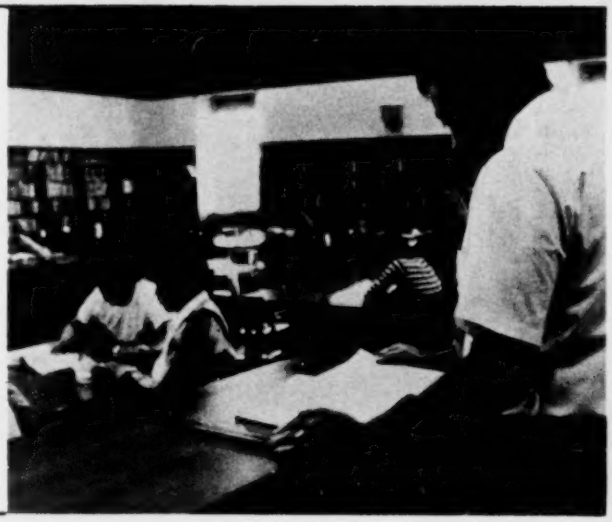
EQUIPMENT STORAGE

Most equipment should be located in the classroom, pods, or set up in the center itself; however, each center should provide storage for back-up and occasionally used equipment. There should be easy access to the storage area, and a system for checking the items out should be developed.



PROFESSIONAL AREA

Professional materials should be provided for the use of teachers and teaching teams. Some schools provide a separate area. In others, teachers prepare in the same areas as students.



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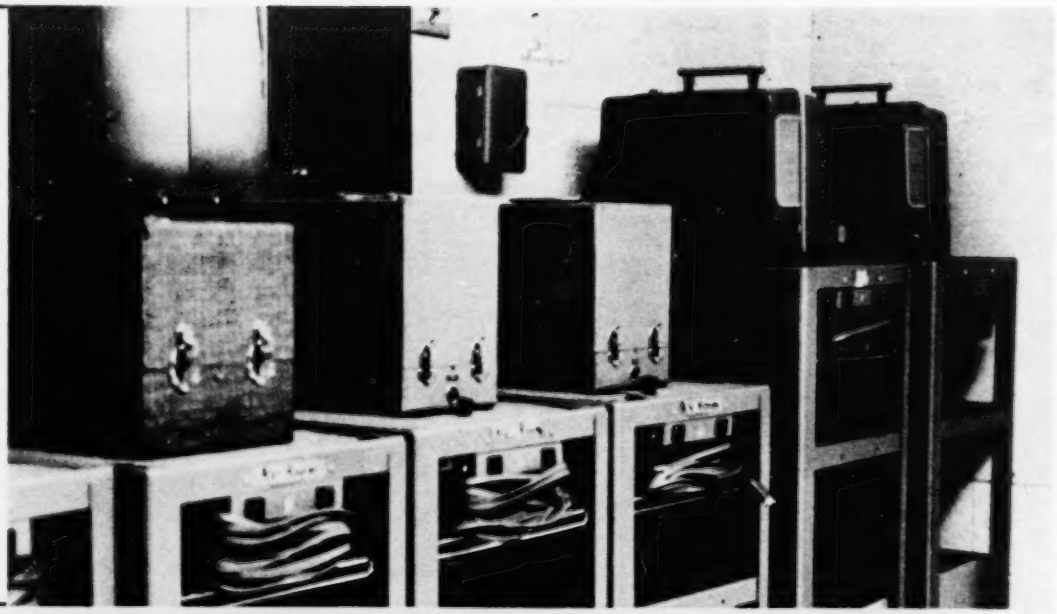

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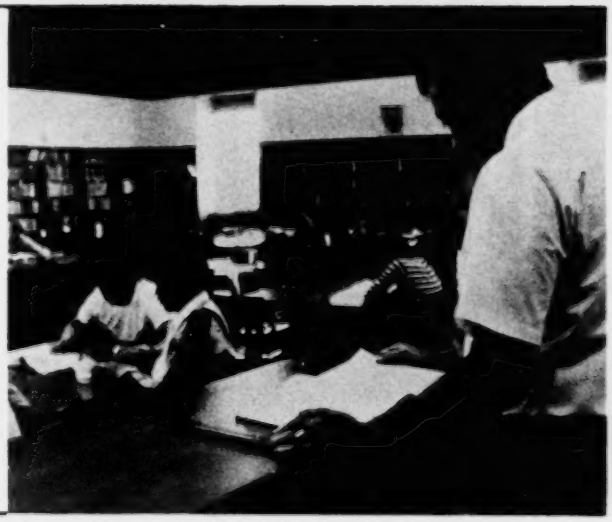

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OFFICE

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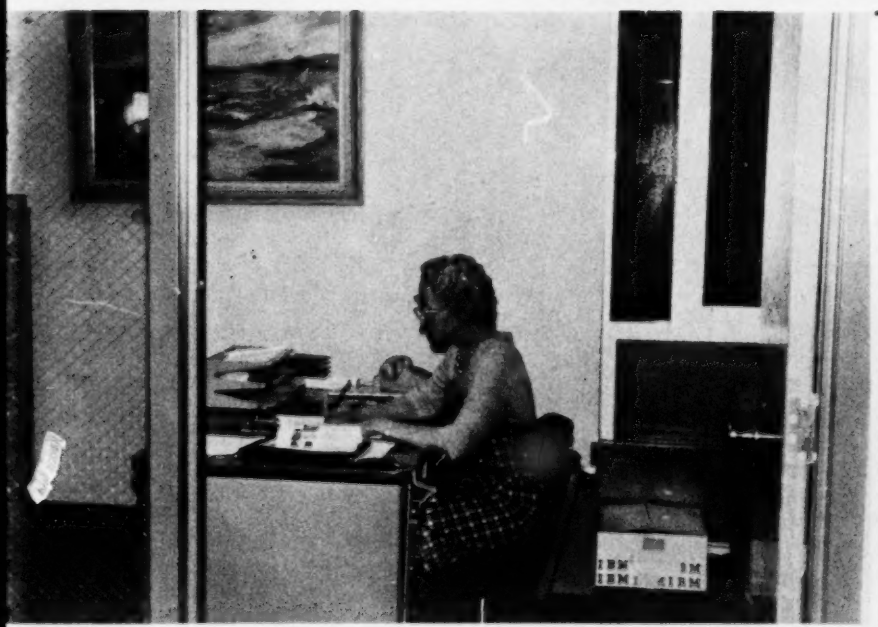
PROCESSING AREA

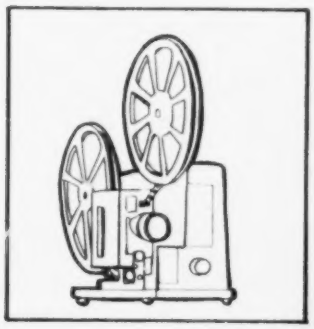
Space for receiving and processing materials is a necessity. Its size depends upon the school's size and district procedures for cataloging and processing materials. This area should be separate from the production area.



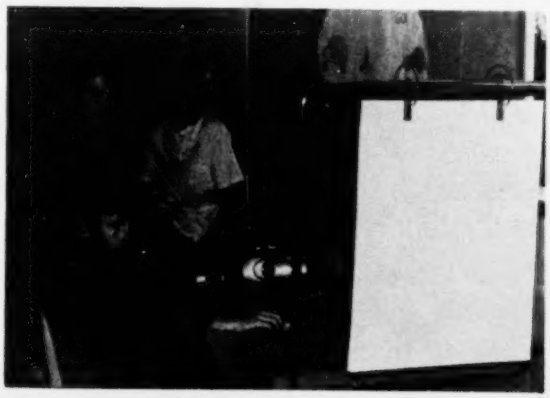
OFFICE SPACE

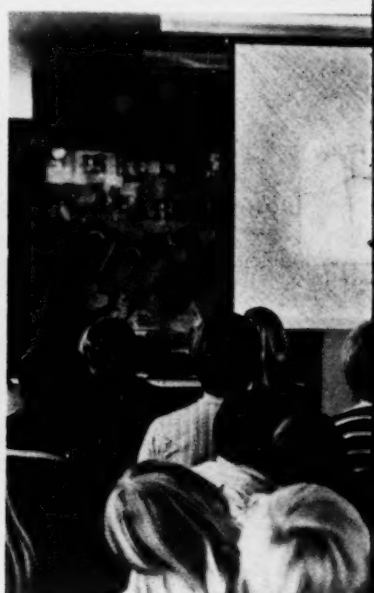
A desk and/or office space should be provided for the professional media personnel.

Equipment



Motion pictures should be available for both teacher and student use. Program equipment should be "set up" and ready to go rather than stored in closets. Equipment for both 8mm and 16 mm films should be provided.





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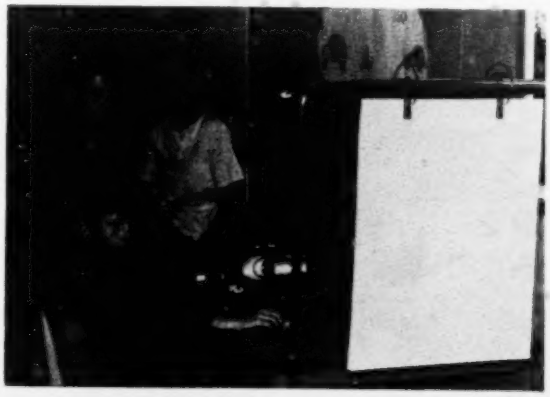

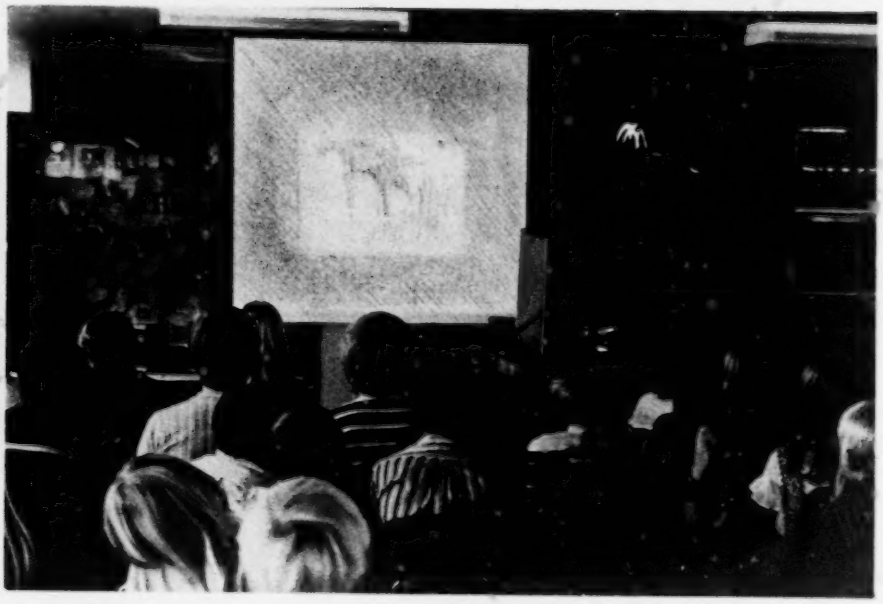

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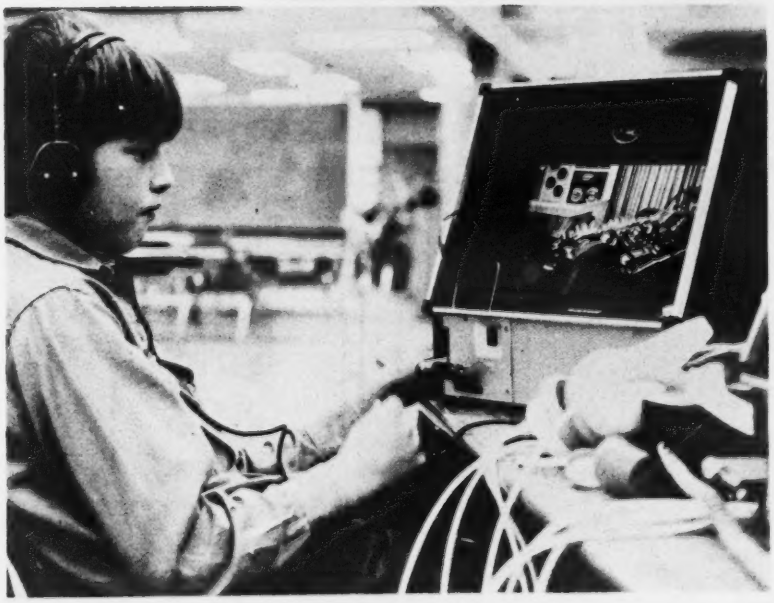
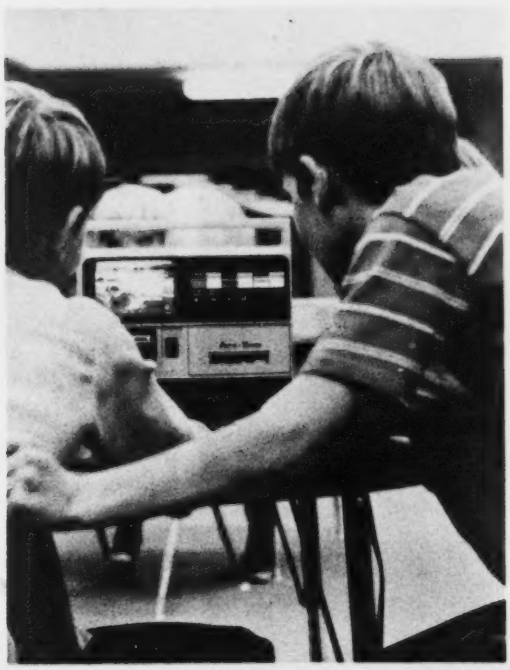
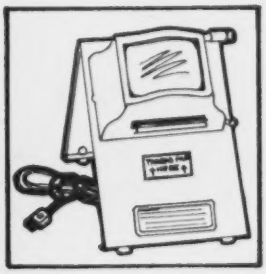
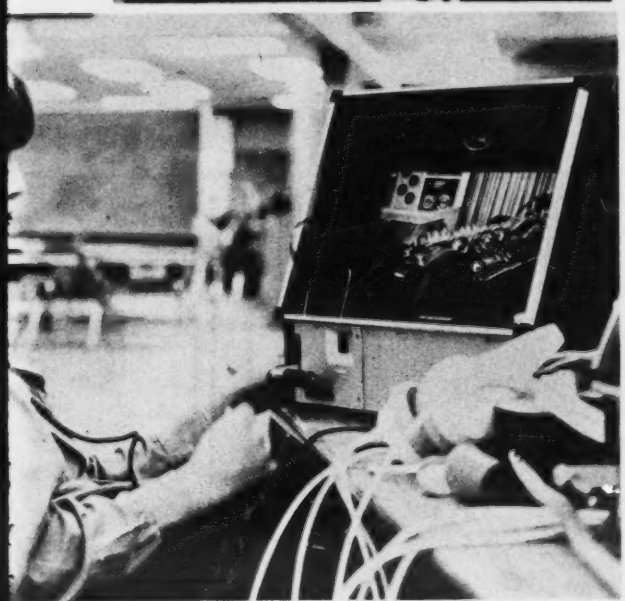






SLIDE AND FILMSTRIP PROJECTION

Filmstrip and slide equipment for individual and group viewing should be provided. The use of this equipment for presenting student reports should be encouraged.



Equipment

TELEVISION

In addition to the usual classroom viewing of television programs, video tape readers make possible the individual pursuit of knowledge through this medium. Many teachers have also found it useful for criticizing their own work.

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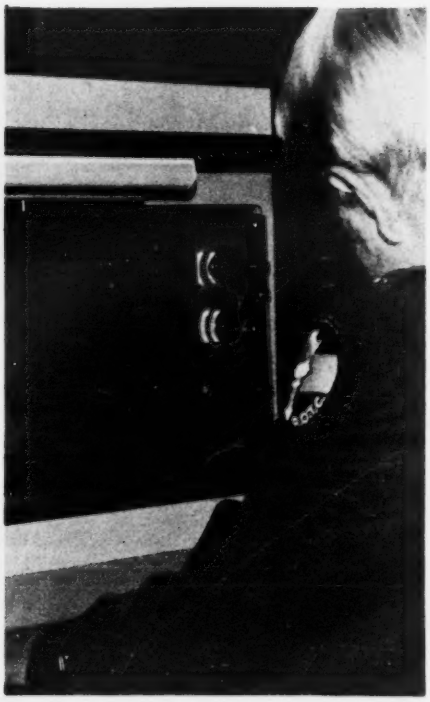
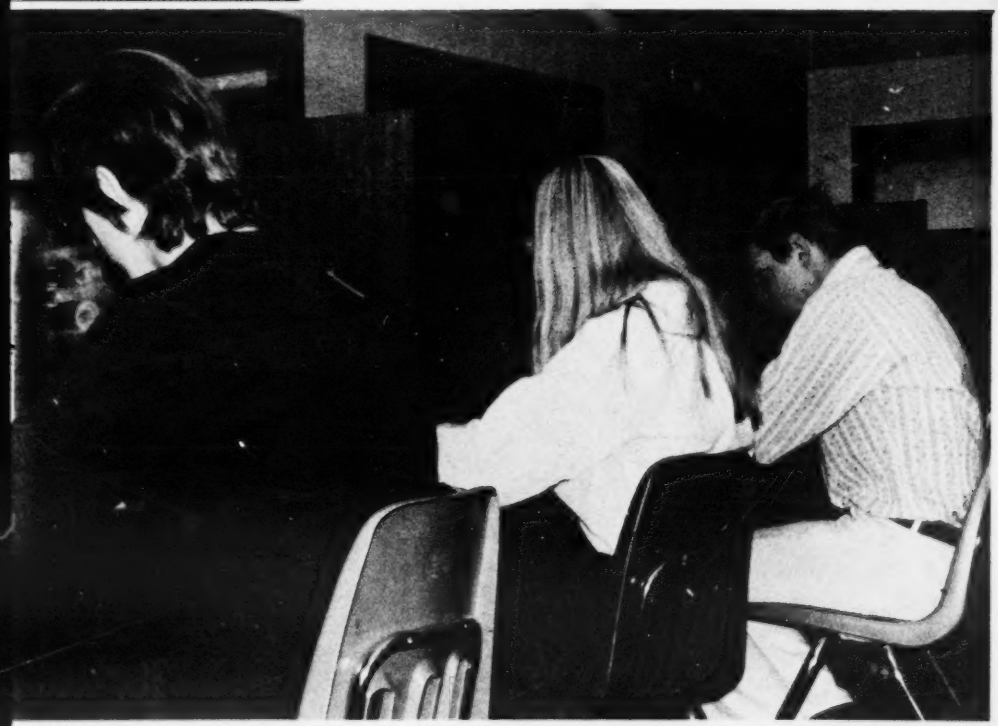
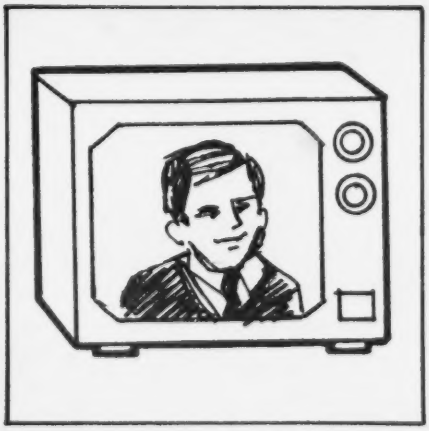
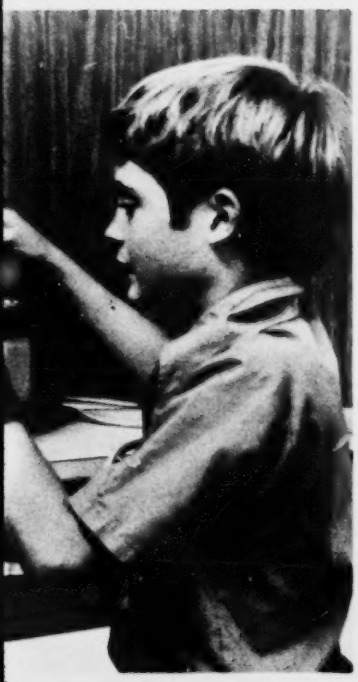






AUDIO EQUIPMENT

The advent of the audio tape cassette has opened many new vistas in education. Every school should be well equiped with audio recording and playback equipment. Used independently or with other equipment, it may become the most popular piece of equipment in education.



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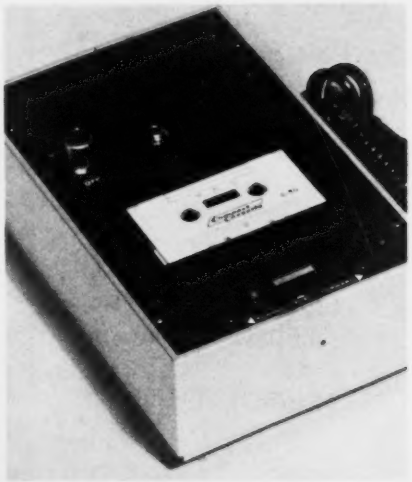
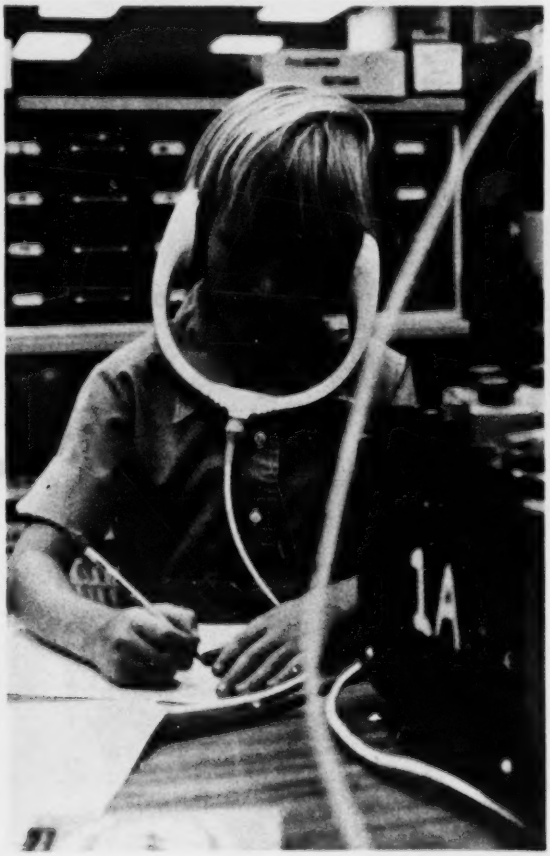
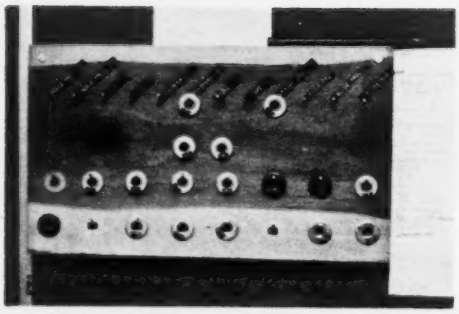


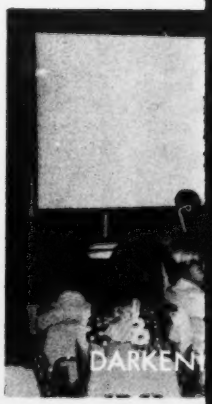


Equipment

OTHER
VALUABLE
EQUIPMENT
NEEDED IN
EVERY
SCHOOL



PROJECTION SCREENS



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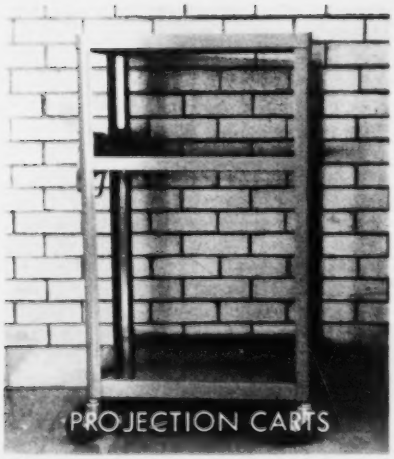

PROJECTION CARTS

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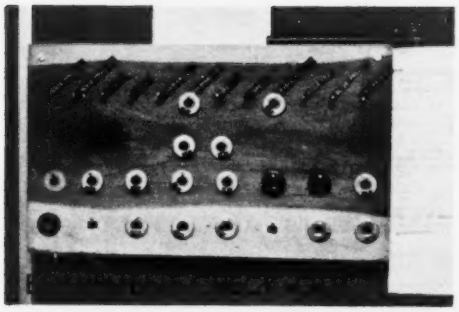

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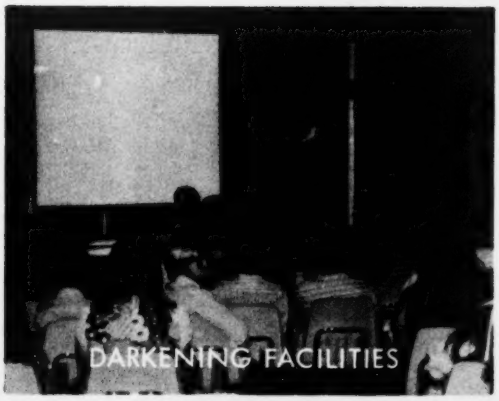
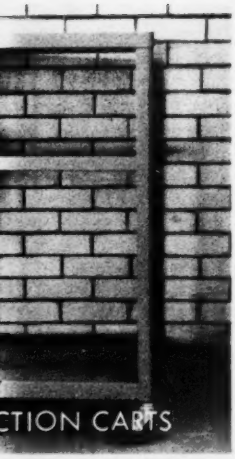
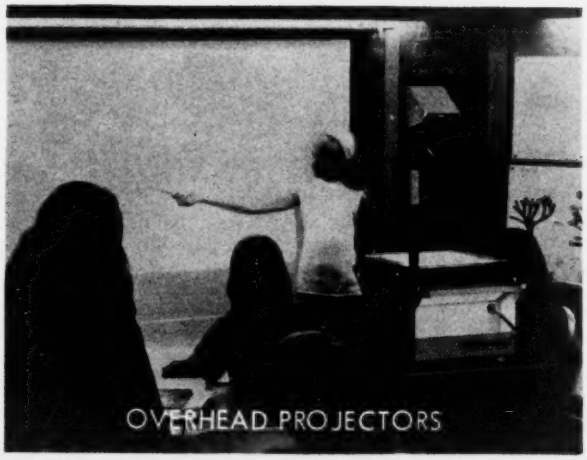


DARKENING FACILITIES



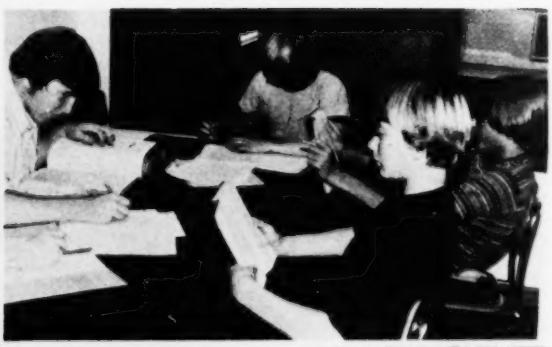
CTION CARTS

T.V. CAMERAS



OVERHEAD PROJECTORS

USING MEDIA



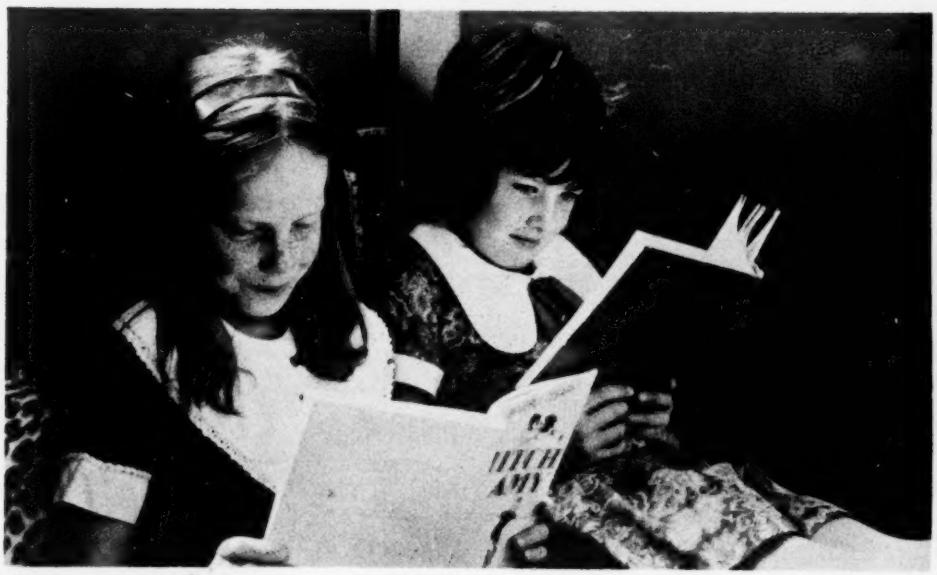
Materials

BOOKS

The book was the first medium used for "canning" or packaging information. While no longer exclusively serving this purpose, it is still the primary source and must be found in all types and in great abundance in every school. It is also one of the best media for story-telling.

SHELVING

Many types of shelving are available. Newer centers tend to use the low silhouette type.



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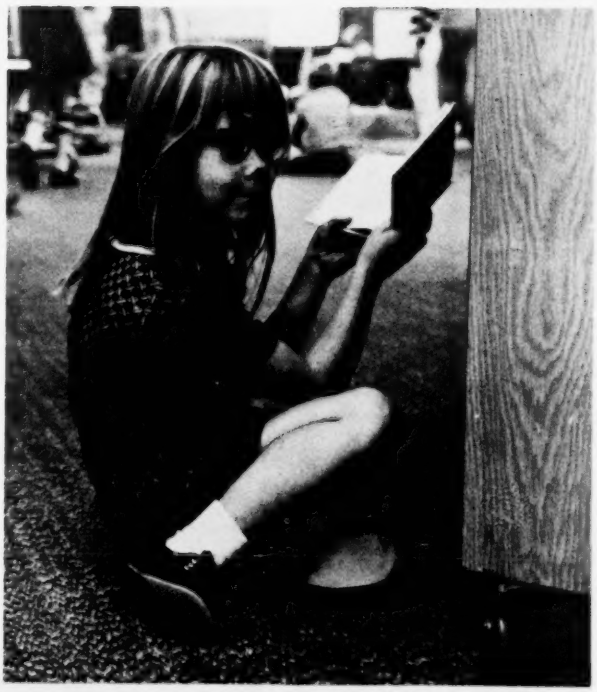

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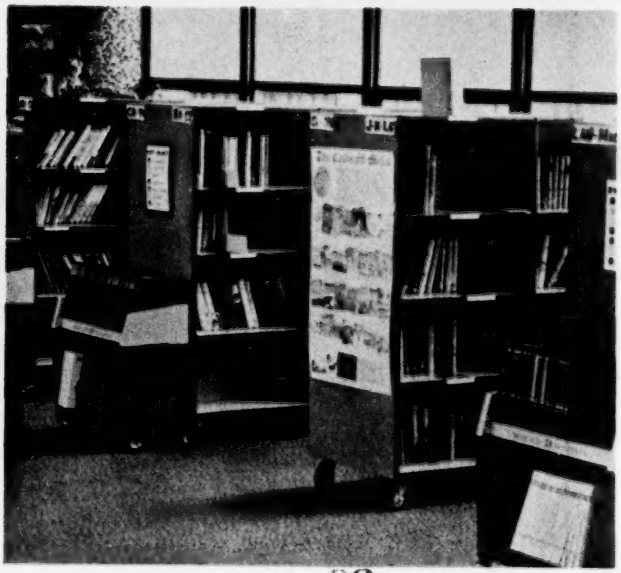
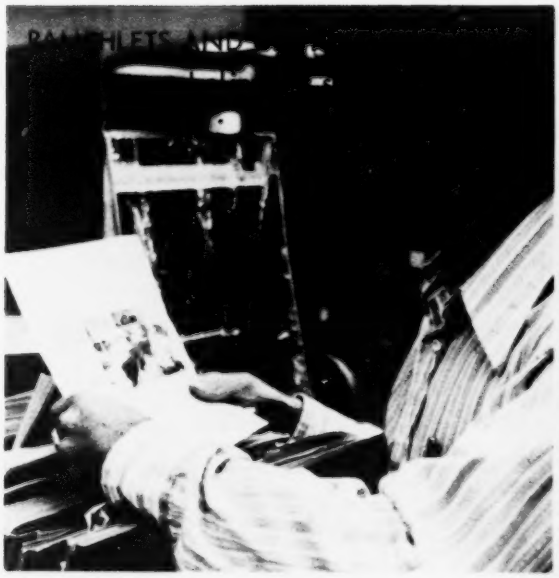
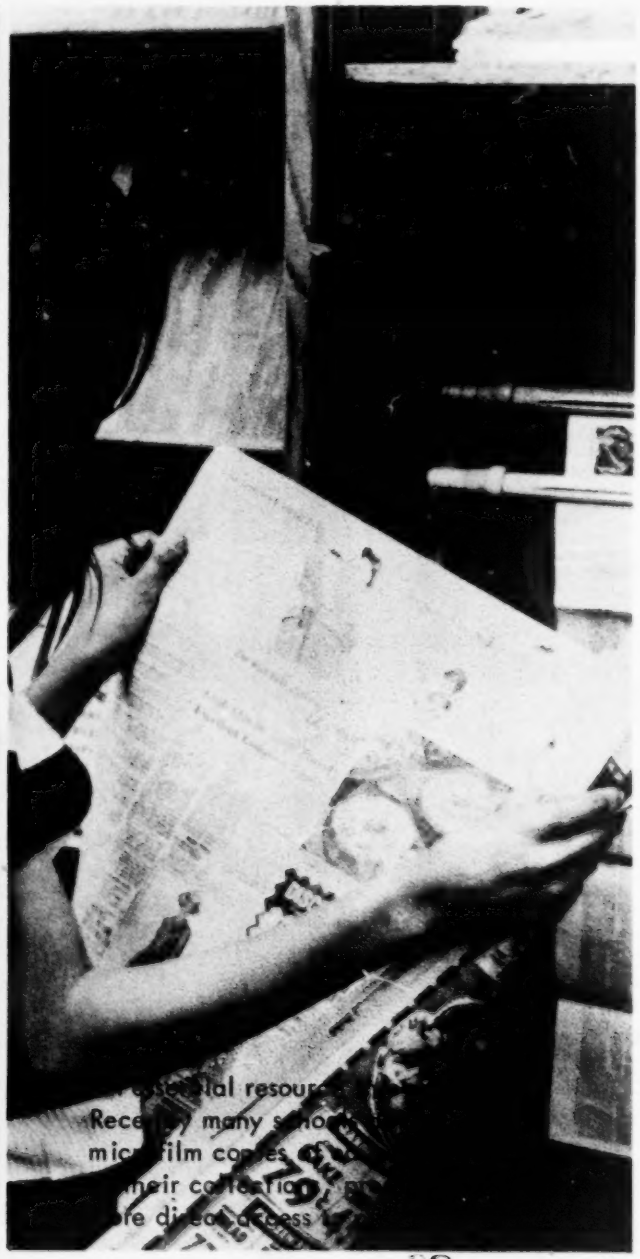


MAGAZINES
BOYS LIFE





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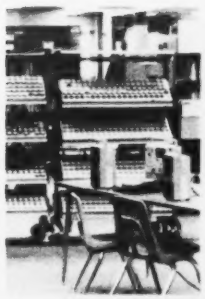
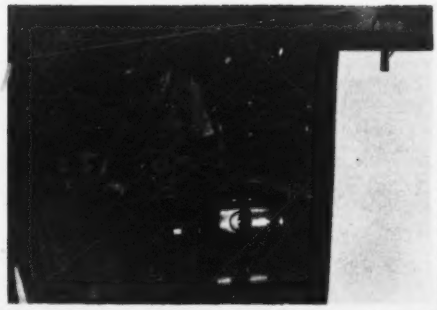
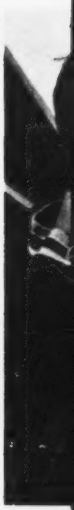
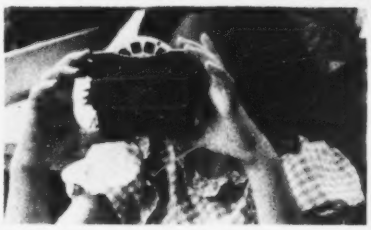
Materials

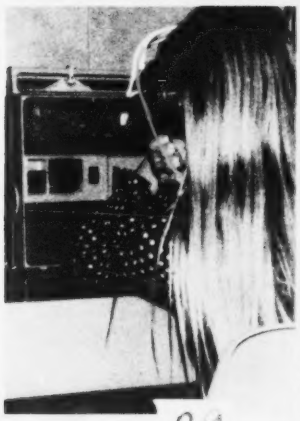








All types of visual materials should be available for both teacher and student use. A variety of storage arrangements are available to provide ready access to these materials.



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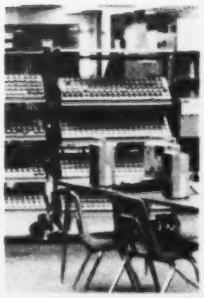
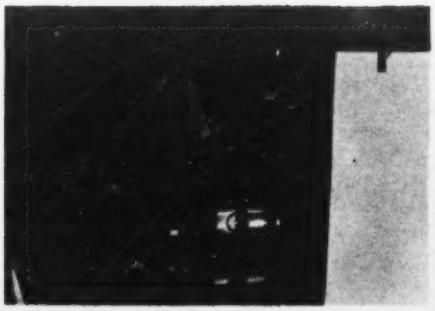
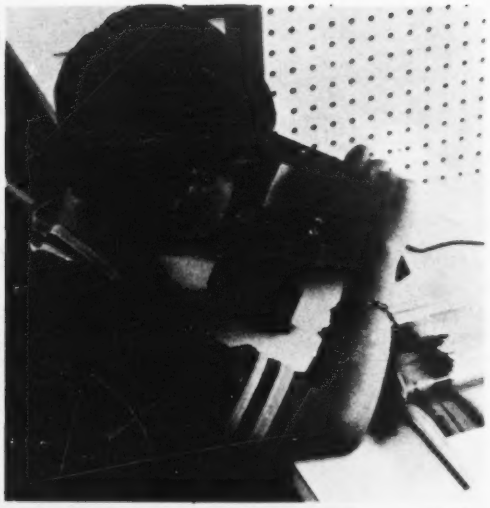
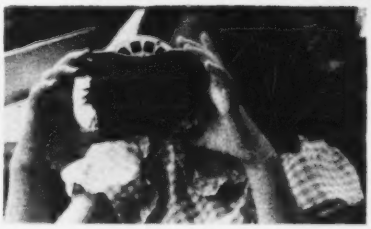

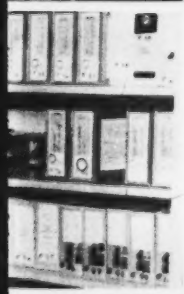

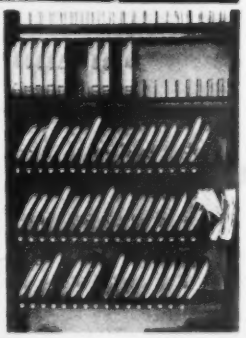

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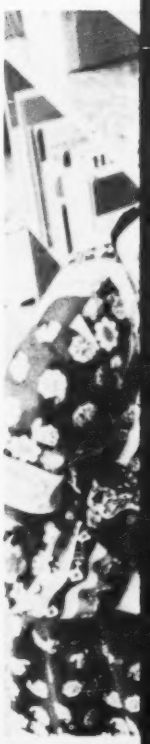
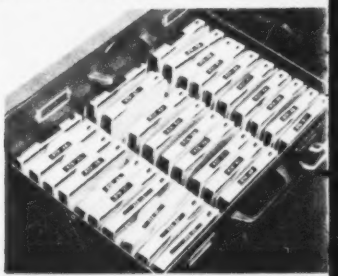
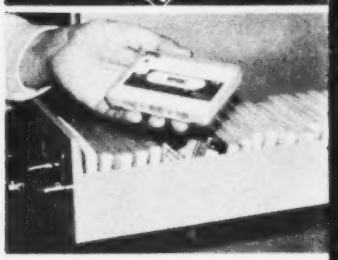
AUDIO RECORDING

This workhorse of the field has great versatility and is adaptable to many educational experiences.







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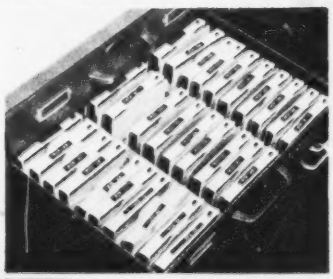

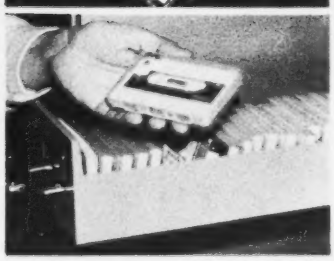

Materials (cont.)

SLIDES

An excellent resource for creating, slides should be available for student as well as teacher production and are easily produced locally.

STUDY PRINTS

Study prints are an economical and highly interesting source of valuable information.

ont.)

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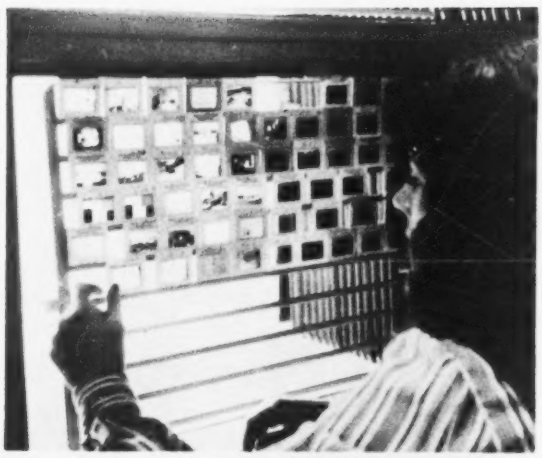

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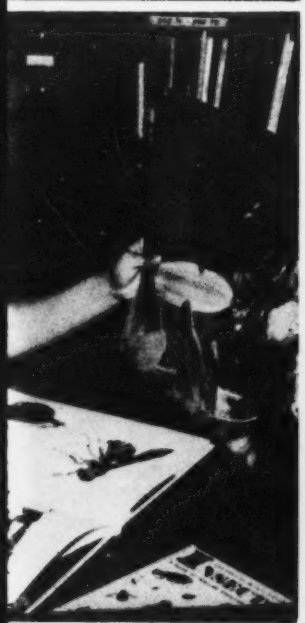
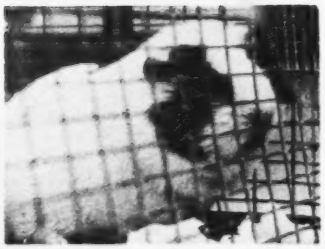


OTHER MATERIALS

A media system also provides for maps, globes, models, mock-ups, and realia.



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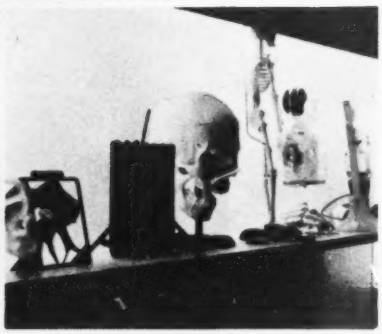

THE GREAT SEAL OF THE STATE OF UTAH
1896